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ABSTRACT

This comprehensive investigation into the reasons behind the crucial problem of the student dropout in foreign language programs focuses on seven interrelated areas. These are: (1) student, (2) teacher, (3) administration, (4) counselor, (5) parent, (6) community, and (7) teacher training. A fault-tree analysis of the dropout problem provides a format in which each page presents an enumerated, problematic condition with a corresponding, suggested solution. The systematic approach allows for rapid identification of troublesome areas in the language program. Suggestions on the use of the handbook, a bibliography, and statistical data pertaining to language instruction in secondary schools in California are included. The appendixes contain an article by John Dusel entitled "Diagnosing the Decrease in Foreign Language Enrollment" and sample questionnaires used in the project. (RL)

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FOREIGN LANGUAGE DROPOUTS: PROBLEMS AND SOLUTIONS

An Examination of the Reasons Why Students Do Not Continue Foreign Language Instruction and a List of Suggested Solutions to the Problem

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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62 Fifth Avenue
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Prepared by

the San Leandro Unified School District

in cooperation with

the Bureau of Elementary and Secondary Education
California State Department of Education

TABLE OF CONTENTS

Acknowledgement. 1

Project Personnel 2

Introduction. . . . . .

The Why of the Handbook. 4

The How of the Handbook. 7

Study Sections . . . . . .

Student - Conditions and Solutions 13

Teacher - Conditions and Solutions 19

Administration - Conditions and Solutions. 26

Counselor - Conditions and Solutions 33

Parent - Conditions and Solutions 37

Community - Conditions and Solutions 40

Teacher Training - Conditions and Solutions 47

Suggestions on How to Use Handbook 52

Bibliography. 53

Statistical Data 58

Appendix 62

ACKNOWLEDGEMENT

LIST OF DISTRICTS

Acalanes Union High School District

Alameda City Unified

Albany City Unified

Berkeley Unified

Emery Unified

Fremont Unified

Hayward Unified

Livermore Unified

Martinez Unified

Mt. Diablo Unified

Moraga Elementary Unified

Orinda Unified

Piedmont City Unified

San Francisco Unified

San Leandro Unified

LIST OF COUNTIES

Alameda

Contra Costa

San Francisco

Stanislaus

San Joaquin

California State Department of Education

Bureau of Elementary and Secondary Education

The committee wishes to express its appreciation to the school districts, county office personnel, and State Department of Education for their support to this project.

PROJECT PERSONNEL AD HOC COMMITTEE

Edgardo E. Torres, Project Director
Supervisor for Foreign Language
San Leandro Unified School District

John P. Dusel
Consultant, Foreign Language Education
California State Department of Education

Dr. Mary DuFort
Coordinator, Arts & Humanities
Alameda County Schools

Dr. Walter Klas
Associate Superintendent
Livermore Unified School District

Beverly Maimoni
F.L. Curriculum Associate
Berkeley High School

Dr. Roger O'Connor
Coordinator Foreign Language
Contra Costa County

Dr. Peter Presta
Professor of Foreign Language
San Francisco State College

Phase I, II and/or III Personnel

Arenas, Rick - Teacher, Spanish - Dept. Head
Fremont Unified School District

Brewer, Roger - Student
Moraga Elementary School District

Bryant, Marie Heeder - Teacher, Spanish
Alameda City Unified School District

Daoust, William L. - Counselor
Berkeley Unified School District

Day, Jim - Student
Hayward Unified School District

Devlin, Victoria - Teacher, Spanish/French Dept. Head
Albany City Unified School District

Dhillon, Marie - Teacher, Spanish/French Dept. Head
Emery Unified School District

Dungan, Dorothy - Teacher, French
Alameda City Unified School District

Fowler, Betty - F.L. Consultant
Stanislaus and San Joaquin Counties

Frans, Freida - Student
San Leandro Unified School District

Gaines, Mrs. T. - Parent
Albany City Unified School District

Haselden, William - Teacher, Fr/German Dept. Head
Piedmont City Unified School District

Hennings, Jerry - Teacher, French
Fremont Unified School District

Henriques, Mary - Teacher, Spanish Dept. Head
Livermore Unified School District

Hewitson, Ed - Dept. Head
Acalanes Union High School District

Hyder, Gill - Vice Principal
Hayward Unified School District

Jennings, Ruth - Teacher
Berkeley Unified School District

Keenen, Patricia - Chrm. F.L. Department
San Francisco Unified School District

Lavelle, Norma - Coordinator F.L. Instruction
Mt. Diablo Unified School District

L'Heureux, Cathy - Student
Hayward Unified School District

Medeiros, Joe - Teacher, Spanish
Livermore Valley Unified School District

Rathmell, Margaret - Teacher, French Dept. Head
Albany City Unified School District

Riopelle, Angie - Teacher, Spanish
Moraga Elementary Unified School District

Sanchez, Anna E. - F.L. Coordinator
Orinda Unified School District

Shelley, Joan Marie - Teacher, French
San Francisco Unified School District

Spade, John - Junior High School Principal
Martinez Unified School District

Stern, Robert - Teacher, Spanish/Russian
San Leandro Unified School District

Thieme, Carol - Student
San Leandro Unified School District

Valdez, Rogelio - Student
Berkeley Unified School District

Walz, Marjorie - Teacher, Spanish
Hayward Unified School District

THE WHY OF THE HANDBOOK

Although total enrollments in foreign languages have been increasing in California since the early 1950's, public school educators in this state as well as nationally have noted that a large number of students begin foreign language study in the secondary grades and then discontinue it after a year or so. National statistics reflect a high percent of dropouts; approximately 90% of those who start in grade 9 do not continue into a fourth year of study. It is the exceptional child that stays in a language program long enough to develop real fluency.

Why do so many students drop out? Why do some foreign language programs retain a higher percentage of students than others? Some attribute a high number of students remaining in a program to good teaching. Others say that small class size also helps retain students in foreign language classes. Some state that a district coordinator or supervisor is one requirement for a successful foreign language program with a low dropout rate.

Until now, educators have not made a careful, comprehensive survey of the dropout problem or suggested alternative solutions. No diagnostic instruments were available at the time this project began, and the commonly proposed solutions to the dropout problem were based mainly upon instructured guessing. Administrators and department heads have previously countered the problem by ingenuous proposals based upon faulty evidence.

Recent changes in foreign language requirements in California schools and colleges have produced a noticeable effect upon offerings and upon total programs. Elimination of foreign language requirements for college entrance or for degrees may already have initiated a downward trend in enrollments. Perhaps a domino effect will occur as a result of the combination of two stimuli: (1) those practices which push students out of foreign language study, and (2) elimination of college foreign language requirements.

Everyone who uses this technique described in this article to grapple with the foreign language dropout problem will encounter certain variables: (e.g. Student goals will be different or may change drastically over a rather short period of time. Teacher expectations of student performance may be so unrealistic that students are made to feel discouraged and become pushouts rather than dropouts. The inadequate foreign language preparation of the teacher may make it impossible for him to teach advanced work in the basic language skills. The methodology used in the classroom may be a hindrance to students' achievement of their goals (little opportunity to speak in an advanced class because the teacher assigns mostly written work on formal grammar). The administrative procedure for hiring foreign language teachers may be faulty. Counselors may not know about the importance of foreign languages in basic education. Parents may reflect in remarks to their children bitter personal experiences with foreign language instruction; parents may not understand what their children's foreign language teacher is

attempting to do. The community may react to foreign language education as one of the "frills." Teacher-training institutions may be more concerned with the preparation of teachers of "great literature" than with training foreign language teachers who will teach elementary and high school age students the practical use of a living language.)

With a great feeling of optimism, the groups that helped produce this handbook met to consider the intricacies of the dropout problem and to suggest alternative solutions. Subsequently, other groups meeting to diagnose reasons why students discontinue the study of foreign languages may use the handbook as a guide to be augmented by additional conditions and solutions.

THE HOW OF THE HANDBOOK

The high rate of student dropout in foreign languages in California public elementary and secondary schools demonstrates a real need to study the problem and find solutions. Early in 1969 a small group of teachers and administrators decided to do something about foreign language dropouts.

The project was initiated by the San Leandro Unified School District and immediately brought a positive and quick response from the foreign language consultant of the California State Department of Education and the foreign language coordinator of Alameda County. Exploratory discussions were held by Edgardo Torres from the San Leandro Unified School District, John Dusel from the State Department of Education, and Mary DuFort from the Alameda County Office.

This group immediately recognized that

1) very little literature on the topic or previous research was available,
2) in order to do the study thoroughly it would be necessary to include representatives from all areas: students, teachers, administrators, parents, and representatives of the community,
3) a new technique or a different type of approach would be necessary in order to accomplish the enormous task of looking at the problem in depth. A fault-tree analysis or a modified fault-tree analysis would be necessary to do the job.

4) there would be a need for the publication of a document or instrument which would help districts in analyzing and diagnosing their foreign language dropout problem.

After a presentation of fault-tree analysis by Dr. Belle Ruth Witkin of the Alameda County School Department Title III PACE Center, it was decided that the use of this technique would require extensive preparation for those who participated, and neither the time nor personnel was available at this time. Thus it was decided that a modified fault-tree analysis or an analysis in which a faulted condition would be discovered and solutions proposed to that faulted condition would be the most appropriate.

The original three-member committee was then augumented to include the majority of those members who are mentioned as ad hoc members on the personnel sheet page.

During the first meeting of the ad hoc committee the major task was to define the problem; after considerable discussion, it was agreed that the task could be stated as follows: to develop a system for analyzing the conditions which prevent students from participating in long-term sequential study of foreign languages and to develop alternative solutions to those identified conditions. At this meeting the three original ad hoc members were requested by the group to develop a plan of action, while in the meantime, the rest of the members would search inside and outside their districts for concerned and capable individuals who could be called into the committee to give it as broad a base as possible.

In May, 1969, the ad hoc committee met again and approved dates and a proposed work schedule. The work schedule was divided into three separate phases, each one with its own task defined and with a specific number of persons to be involved. See page 12 for a diagram of the work schedule.

In September, Phase I took place. The ad hoc committee reviewed the statements of the problem, approved it, and spent most of the morning in brainstorming the entire problem. More than 200 separate items were written on 3x5 cards with each member of the committee mentioning one item at a time. No defense of any item, questions, or comments, were permitted at this particular time. In the afternoon the committee decided that the majority of the items proposed could be classified under six major headings: student, teacher, administration, counselor-parent, community, and teacher training.

In November, the committee was increased, according to Phase II, to 18 people, two of whom were students from a nearby high school. The committee's task was to review the statement of the problem and the break-down of each major condition it its component sub-conditions.

Phase II committee was also asked to propose additional personnel to be included in the final phase of the project.

Phase III began in January, 1970. The committee was enlarged to include parents, more students (including those who had participated in Phase II), and representatives of teacher training

institutions. The committee was augumented to 33 members. Phase III was the "SOLUTIONS ONLY" part of the project as it was considered by this time that enough revisions had taken place in establishing the major conditions and their component sub-conditions.

Prior to each meeting every committee member had received a copy of the work done by the previous committees. The members were also provided with two types of cards printed on 5x8 stock. One card was to be used by each committee member to contribute solutions to any of the conditions identified. The other card was for the bibliography to be included with the handbook.

The work of Phase III committee was organized as follows:

1. The group was divided into two equal sections, A and B. In Session #1, while Group A was contributing solutions to the section on "Student," Group B was contributing solutions to the "Counselor-Parent" section. At the end of the session the discussion leaders and their recorders left their respective groups and proceeded to write the solutions contributed by their respective groups and to make multiple copies.

   In Session #2, Group A contributed solutions to "Teacher," and Group B to "Administration." Again the discussion leaders and their recorders left the group to write the solutions proposed by their respective groups.

   In Session #3, Group A contributed solutions to "Teacher Training," and Group B to "Community." The discussion leaders and their recorders left the group to prepare multiple copies of the solutions proposed.

The same procedure was repeated in the afternoon with each group reviewing the work done by the other group. Group B reviewed "Student," "Teacher," and "Teacher Training," while Group A reviewed "Counselor-Parent," "Administration," and "Community."

In February, 1970, a final meeting of the ad hoc committee was held. The project director presented to the group the compiled sections which now constitute the main body of this handbook. The committee discussed and approved the format for the additional sections to be included in the handbook.

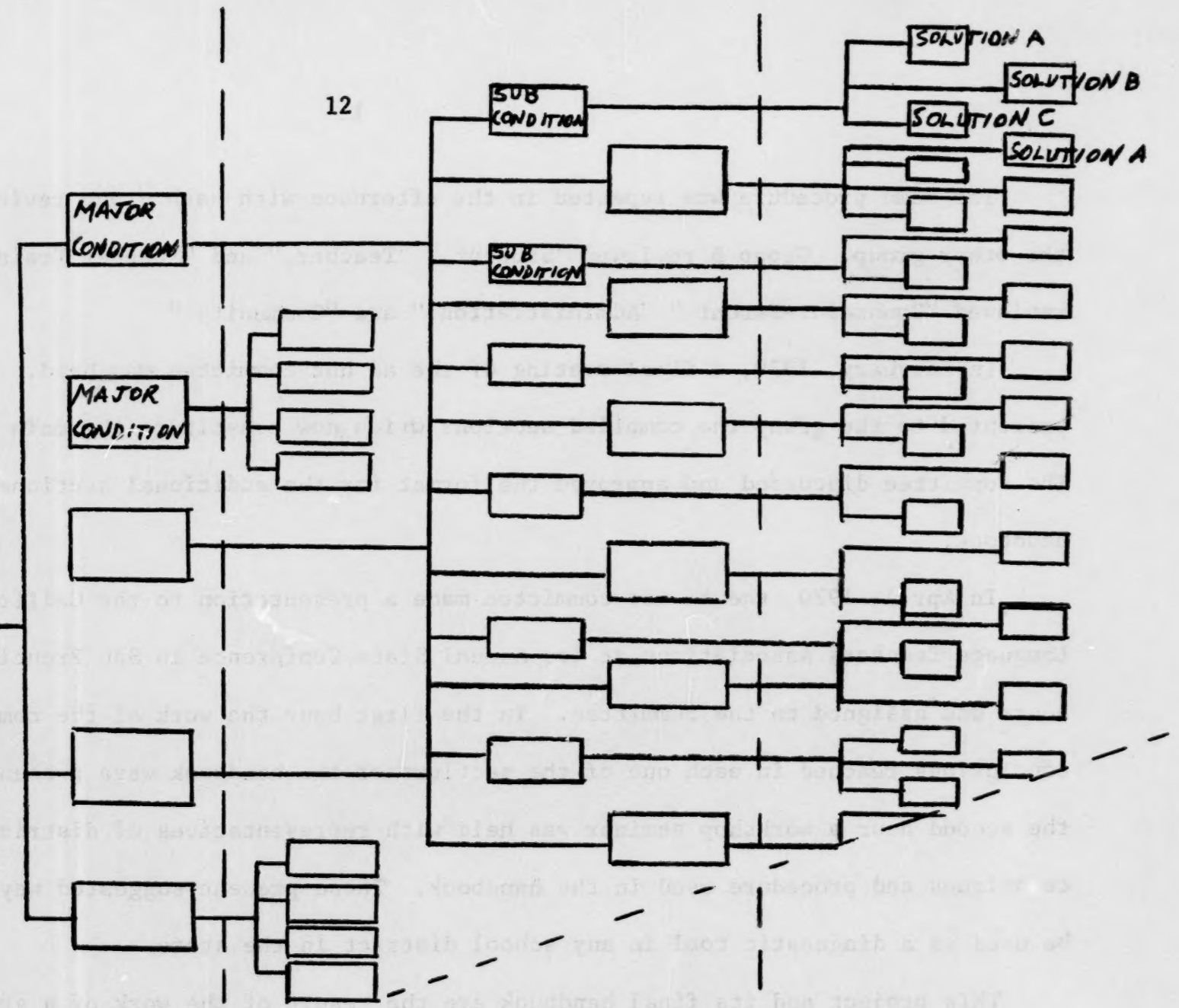
In April, 1970, the ad hoc committee made a presentation to the California Council of Foreign Language Teachers Associations at its Annual State Conference in San Francisco. A block of two hours was assigned to the committee. In the first hour the work of the committee and the major conclusions reached in each one of the sections of the handbook were presented by a panel. During the second hour a workshop seminar was held with representatives of districts on the specific techniques and procedure used in the handbook. Those present suggested ways this handbook could be used as a diagnostic tool in any school district in the state.

This project and its final handbook are the result of the work of a great number of dedicated professionals. Fifteen districts of Alameda and Contra Costa counties were involved as well as four county schools offices and personnel from the State Department of Education. The districts and counties provided the teachers with substitutes for one or two days so they could participate in the project.

COMMITTEE WORK SCHEDULE

PROBLEM

Development of a system:
1) for analyzing the conditions which prevent students from participating in long-term sequential study of foreign language;
2) of alternative solutions to those identified conditions



Phase I - Major Conditions
Ad-Hoc Committee
Task: Define problem - list allied factors
Personnel: 10-12 persons

Phase II - Sub-Conditions
Ad-Hoc Committee & 10 field experts
Task: Review Phase I - List sub-factors
Personnel: 20-22 (to be selected)

Phase III - Solutions
Ad-Hoc Committee - Field Experts Trainees
Task: Review Phases I & II
Propose alternative solutions Personnel: 40-44

1.0, 2.0 STUDENT

Conditions	Solutions
The following are conditions which might be initiated by the student and which deter him from continuing sequential study of foreign language in the public school:	The following are solutions which enable students to meet the problems which prevent them from continuing foreign language study in the public school:
1.1 Poor attendance due to	2.1 student can meet attendance problems by
1.1.1 illness	2.1.1 Participating in a plan to provide for make-up of work lost through
	2.1.1.1 a voluntary buddy system
	2.1.1.2 a regularly scheduled conference period by teacher for those who need additional help due to illness.
	2.1.1.3 a make-up lesson available for language laboratory, or home study (record player, tape recorder or cassette).
	2.1.1.4 tape the classroom activity and file for make up.
1.1.2 truancy	2.1.2
1.1.3 special interest or activities . .	2.1.3
1.1.4 field trips and other school events.	2.1.4
1.1.5 family initiated absences	2.1.5

STUDENT

Conditions	Solutions
1.2 Lack of motivation in personal goals due to	2.2 Students can become motivated to stay in long-range sequential foreign language programs if:
1.2.1 misunderstanding of college entrance requirements	2.2.1)
1.2.2 misunderstanding of college graduation requirements	2.2.2) Counselors and teachers keep up-to-date on
1.2.3 misunderstanding of grade average requirements for college entrance . .	2.2.3) college entrance and graduation requirements and high school graduation requirements and communicate this information regularly to the students (i.e. via newsletter). Students should be made aware of need to question teachers and counselors about requirements.
1.2.4 feeling of irrelevancy of foreign language study	2.2.4 A relevant program contains such components as:
	2.2.4.1 a list of places to visit where the foreign language is spoken (field trips).
	2.2.4.2 a directory of field trip opportunities which include companies that employ persons who need foreign language competency.
	2.2.4.3 a bank of community resource persons (parents, foreign visitors, conversation leaders, community speakers, etc.) who will come into the classroom and use the native language with students.
	2.2.4.4 a follow-up study of students who have graduated and are using foreign language in further education or work.
	2.2.4.5 a provision for a class project for writing to companies, government agencies, etc., to find jobs that require (or will be enhanced by) foreign language competency.

STUDENT

Conditions	Solutions
1.2.4 cont'd.	2.2.4.6 a provision in the curriculum for combining foreign language instruction, business skills and job placement so that upon completion the student can find employment in the native country of the language or at home where this language is needed (e.g. Morgan Hill High School -- German program).
	2.2.4.7 a list of opportunities for students to bring in articles from current newspapers and magazines having to do with American relations with foreign countries whose language is being studied highlighting the need for foreign language competency.
	2.2.4.8 the possibility of combining foreign language with social studies or other courses as applicable and possible.
	2.2.4.9 a plan for trips abroad for students.
	2.2.4.10 a plan for granting credit for summer school abroad.
	2.2.4.11 a plan for encouraging "Pen Pals" and "Tape Pals"
	2.2.4.11.1 person to person
	2.2.4.11.2 class to class
	2.2.4.12 inclusion of teacher orientation of students to the importance of foreign language other than for job placement.
1.2.5 uncertainty about life goals . . .	2.2.5
1.2.6 foreign language not being first choice among electives	2.2.6

STUDENT

Conditions	Solutions
1.3 Negative self-perceptions attributed to feeling that	2.3 Students can acquire positive attitudes toward foreign language programs if:
1.3.1 foreign language study is too hard	2.3.1 Foreign language study can be made more effective by: 2.3.1.1 dividing classes into smaller groups even for limited periods (six weeks) to give students more personal attention so that they may gain confidence and can accomplish daily work at their level. 2.3.1.2 establishing a curriculum sequence whereby students can progress to different levels within the typical year divisions awarding credit on a different basis than passing Span. I, II, III, IV; develop programs for non-college bound students (give graduation credit separate from U.C. credit). 2.3.1.3 allowing students to take proficiency test to determine when they can move ahead in placement. Construct programs which will allow independent learning to accomplish more quickly that level of proficiency being attempted. 2.3.1.4 ability grouping to meet better the needs of slow, average and fast students; be aware of disadvantages of ability grouping.
1.3.2 he cannot meet the consistant effort demanded in foreign language study	2.3.2

STUDENT

Conditions	Solutions
1.3.3 study of another language is easier .	2.3.3
1.3.4 he is unable to learn the foreign language	2.3.4
1.3.5 instruction too fast for a slow learner	2.3.5)) Instruction is better paced if:
1.3.6 instruction too slow for a fast learner	2.3.6)
	2.3.5.1) Modular scheduling can relieve 2.3.6.1) tedium of overly long periods.
	2.3.5.2) A variety of activities can be used 2.3.6.2) within the class period
	2.3.5.3) Team learning is used. Learn Learning as 2.3.6.3) suggested by Mr. Gerard Poirier of University of California at Berkeley.
1.3.7 language is inappropriate to his current and/or future needs.	2.3.7
1.4 Negative outside influence due to	2.4
1.4.1 ethnic pressure groups	2.4.1
1.4.2 peer influence	2.4.2
1.5 Negative reaction produced by conflicts between the student learning pattern and teaching	2.5 The student may experience a positive and comfortable relationship in the foreign language classroom if:
1.5.1 personality conflict	2.5.1 when a personality conflict is identified, the student is put on independent study to go around the conflict, or the student is moved to a different teacher, or lines of communication are opened by having conference with student and his counselor.

STUDENT

Conditions	Solutions
1.5 cont'd.	
1.5.2 teacher's expectation too high. . .	2.5.2
1.5.3 teacher's expectation not high enough	2.5.3
1.5.4 feeling he learns in a different manner	2.5.4
1.5.5 bringing a different set of habits from English language learning . . .	2.5.5

3.0, 4.0 TEACHER

Conditions	Solutions
The following conditions represent teacher attitudes, procedures, and processes which ultimately influence the student in such a way that he may not continue in a long-term sequential study of foreign language:	The following are suggested solutions which enable teachers to create the proper environment and atmosphere which will maintain student interest in continuing in a long sequential study of foreign language:
3.1 Poor articulation due to the teacher's	4.1
3.1.1 insistence on using non-sequential textbooks.	4.1.1 Adopt sequentially developed materials which will assist the teachers in some consistency of program development. Teachers should be consulted on new text adoptions and held responsible for their use. When a text is purchased, the books companies (or the school district) should supply the teacher with sample daily lesson plans, including written tests as well as oral tests, to take the teacher through at least one term with the new text. By then, the teacher understands the next text well enough to improvise and implement. School districts are doing this; that is, selecting creative English teachers to write a complete series of model lessons to go with newly adopted texts, in English. Why not in F.L.? These model lessons should be available for <u>purchase</u> through the district office to oth districts so that everyone is not covering the same things <u>constantly</u>.
3.1.2 insistence on using materials unrelated to the program	4.1.2 Submit weekly lesson plans to the department head.
3.1.3 insistence on using out-dated textbooks	4.1.3 Teachers should participate in the selection of teaching materials and held responsible for their use.
3.1.4 insistence on using out-dated teacher-developed materials (texts, exercises, etc.)	4.1.4

TEACHER

Conditions	Solutions
3.1 cont'd.	
3.1.5 using different sets of foreign language objectives.	4.1.5 Work on articulation may be done during summer months or on released time.
3.1.6 using different methodologies . .	4.1.6 Provide the use of a resource center where teachers may see a demonstration of various teaching techniques. Courses of study with detailed outlines should be used by the F.L. teacher. A prospective teacher should be interviewed by the F.L. department head (in addition to the administration) to determine if he understands the teaching objectives and methodology used in the district and will agree to use them in his classes.
3.1.7 using different ways of grading. .	4.1.7 Write polocies on grading and the meaning of each letter grade. Teachers need to get together to agree on grades and general evaluation procedures to include district or department testing.
3.2 Poor learning environment due to teacher's	4.2
3.2.1 failure to accept accountability and responsibility for students' lack of success.	4.2.1
3.2.2 dominating class with teacher-directed activities instead of student-directed ones	4.2.2 Analyze whether the teacher dominates the instruction period through an inter-action analysis instrument (Moskowitz' or Flanders' technique). Department head and principal should discuss with F.L. teacher and initiate an in-service re-training program.
3.2.3 taking for granted that the students must learn a foreign language because they are <u>told to do so</u>.	4.2.3

TEACHER

Conditions	Solutions
3.2 cont'd.	
3.2.4 failure to make foreign language learning a relevant activity each day.	4.2.4
3.2.5 misconception concerning whether it is "hard" or "easy" to learn languages.	4.2.5
3.2.6 lack of adequate preparation . .	4.2.6 Teacher applicants should take a proficiency test and have an interview with the F.L. department head as well as the administration to determine the applicant's quality of F.L. preparation. A person that is not qualified should not be hired. If after adequate supervision the new teacher shows inadequate preparation, he should not be rehired.
3.2.6.1 in the language.	4.2.6.1
3.2.6.2 in methodology	4.2.6.2
3.2.6.3 in cultural subjects . . .	4.2.6.3
3.2.6.4 personal experiences with culture and language	4.2.6.4
3.2.7 complacency with "status quo" (don't rock the boat). . .	4.2.7
3.2.8 conflicting with his colleagues' attitudes and feelings (traditionalists denigrate the audio-lingual teachers or vice versa)	4.2.8 Leadership from central office must be demonstrated so that new materials are not twisted into a 1890 mold.
3.2.9 reflecting insecurity with new materials or methods.	4.2.9

TEACHER

Conditions	Solutions
3.2 cont'd.	
3.2.10 reflecting frustration with electro-mechanical devices.	4.2.10
3.2.11 failure to use any teaching devices that might awaken interest on the students though it may be extra work	4.2.11 Use video tapes of innovative teaching practices in the in-service training program. F.L. teachers should visit other F.L. teachers in their school, in their district, and in other areas of the state to observe interesting instructional techniques. F.L. teachers should discuss teaching techniques during regularly scheduled department meetings.
3.2.12 failure to update course content (is in a rut)	4.2.12
3.2.13 failure to plan daily strategies that may result in more interesting and lively classes.	4.2.13 Teacher should include in lesson plans those strategies which will: 4.2.13.1 change the learning activity frequently within the teaching period, 4.2.13.2 employ props (realia) to illustrate what is being learned, 4.2.13.3 show immediate practical use of the subject matter, 4.2.13.4 include learning games, 4.2.13.5 inform students of their success in the day's learning goals.
3.2.14 stiff and unwielding personality which fails to inspire students to continue	4.2.14

TEACHER

Conditions	Solutions
3.2 cont'd.	
3.2.15 lack of interest in teaching listening comprehension and speaking skills.	4.2.15
3.2.16 bringing into the classroom personal problems which are reflected in tired, uninteresting presentations (professional tired blood)	4.2.16
3.2.17 unfair grading policies	4.2.17
3.2.17.1 belief that F.L. is for the elite only	4.2.17.1
3.2.17.2 final test weighted heavily in final grade.	4.2.17.2
3.2.17.3 not enough grades.	4.2.17.3
3.2.17.4 too many grades	4.2.17.4
3.2.18 belief that foreign language is for the elite only	4.2.18 Teaching techniques and basic philosophy should be changed so courses will be offered that will prepare the student to meet his vocational and further educational needs.
3.2.19 putting credence on IQ as a predictor of success in foreign language. . . .	4.2.19
3.2.20 poor classroom management technique .	4.2.20 New teachers need training in the school's in-service workshop. Two techniques that will serve this purpose are the use of the video tape and the use of the interaction analysis. (See Ned Flanders and Gertrude Moskowitz in bibliography)

TEACHER

Conditions	Solutions
3.2.20 cont'd.	
3.2.20.1 lack of discipline.	4.2.20.1
3.2.20.2 loud shouting	4.2.20.2
3.2.20.3 lots of busy work to keep noise level down	4.2.20.3
3.2.20.4 strained, critical atmosphere .	4.2.20.4
3.2.21 lack of a consistent evaluation program.	4.2.21
3.2.21.1 tests are not corrected and returned soon enough to be effective as an evaluation and motivation to	4.2.21.1 Teacher may use overhead projector for class correction of an assignment. Hire a person to correct papers. Devise tests that are easy to correct.
3.2.21.2 tests are not reviewed and items missed are not practiced again	4.2.21.2 Tests should be scrutinized for reliability and validity. New tests should be subjected to an item analysis.
3.2.21.3 test and test grades are used as punishment for non-attentive students	4.2.21.3
3.2.21.4 test grades considered as final grades too soon.	4.2.21.4
3.2.21.5 tests are poorly designed as a convenience for the teacher and not as an evaluation tool . .	4.2.21.5 Use Valette's or Lado's books on testing for the instruction of improved instruments. In-service training in the school should concentrate on testing with special reference given to pre-instruction tests, post-instruction tests, publisher's tests and criterion-referenced tests.

TEACHER

Conditions	Solutions
3.2 cont'd.	
3.2.22 insistance on "college entrance examination" goals instead of language proficiency.	4.2.22
3.2.23 failure to explain and emphasize the many practical uses of foreign language in the business world . . .	4.2.23
3.2.24 failure to encourage students to use their foreign language ability druing summer (travel, summer school) .	4.2.24
3.2.25 failure to schedule field trips during year where the foreign language experiences will develop interest and motivation	4.2.25
3.2.26 failure to explain annually why students should become bi-lingual . .	4.2.26

5.0, 6.0 ADMINISTRATION

Conditions	Solutions
The following conditions represent administrative attitudes and procedures which affect the instructional program and personnel in such a way that students do not continue their study of foreign language:	The following are solutions to conditions initiated by the administration will encourage students to continue their study of foreign language:
5.1 Poor articulation due to:	
5.1.1 no specialized leadership available (supervisor, department head). .	6.1.1 Appoint a responsible person such as a department head or coordinator with the authority and time to carry out the functions prescribed to the foreign language program. This person should facilitate articulation between feeder schools and high schools. If it is not feasible to have a F.L. coordinator for the entire school district, there should be at least a F.L. department head of a high school, or its feeder junior highs to provide needed leadership. These persons will need time and authority to coordinate effectively the language programs on the various levels and supervise their implementation.
5.1.2 no positive general leadership available (principals, superintendent).	6.1.2 Train general administrative personnel in many aspects of the F.L. program, such as: 6.1.2.1 current methodology 6.1.2.2 current philosophy of F.L. teaching 6.1.2.3 national needs for trained linguists 6.1.2.4 need to judge F.L. instruction outside of their own failure of success experiences in F.L. study

ADMINISTRATION

Conditions	Solutions
5.1 cont'd.	
5.1.3 no written policy and guidelines. .	6.1.3 Write district guidelines and policies to be used by all persons concerned with program development and analyzing teacher/administrator accountability of success/failure in F.L. programs. The F.L. teachers at all levels of instruction should contribute ideas and recommendations for the F.L. program. Realistic objectives should be determined for each level of instruction so that the student may progress from one level to the next in an unbroken sequence of learning.
5.2 Commitment	
5.2.1 no favorable philosophical commitment	6.2.1
5.2.1.1 toward foreign language as a valid subject	6.2.1.1 Write clear and precise administrative position and support of program, otherwise program development and teachers' accountability will remain clouded.
5.2.1.2 toward foreign language for everybody	6.2.1.2 Make clear the administrative position and support of a program which includes not only college-bound students but also those who have vocational linguistic needs.
5.2.1.3 toward realistic and practical class sizes, purchase of materials and equipment so that optimum conditions prevail in the F.L. program	6.2.1.3 Written policy on items in 5.2.1.3 so that all personnel concerned know exactly what to expect.
5.2.2 no budgetary allotment to allow	6.2.2 Implement flexible scheduling for use of materials, smaller classes, etc. Teachers should have an opportunity to discuss budget allocation.

Conditions	Solutions
5.2.2 cont'd.	
5.2.2.1 small classes.	6.2.2.1 Teacher should make parents aware of excessive class size and help win their support to reduce class size.
5.2.2.2 teacher funds for realia purchases to implement flexible scheduling and for smaller classes.	6.2.2.2 Administrators need to implement flexible scheduling for better use of materials, smaller classes, etc. Give each teacher a sum for purchase of materials or a resource center may be allocated funds every year for the F.L. program.
5.2.2.3 advanced classes which are small in size.	6.2.2.3 Small classes for advanced students could be scheduled two or three times per week instead of every day.
5.2.2.4 current text materials. . . .	6.2.2.4 State is considering the adoption of state texts for elementary grades and junior high. Teachers should have a clearly understood system of textbook adoption. Students should help in the selection of materials.
5.2.2.5 electric mechanical aids . . .	6.2.2.5 District should contract repair and maintenance of lab equipment or hire a technician. Lab should be available at any hour during the day for student use. Use of pupil technicians to run the language lab. Use of advanced level pupils to help tutor pupils in lab.
5.2.2.6 supplemental aids	6.2.2.6 Teachers should be given a variety of materials to keep student interest - cultural materials, records including popular songs, magazines published in foreign language, etc.

ADMINISTRATION

Conditions	Solutions
5.2.2 cont'd.	
5.2.2.7 enough room space.	6.2.2.7
5.2.2.8 special class for native speakers.	6.2.2.8
5.2.3. no comprehensive teacher and program evaluation	6.2.3 Students may be requested to assist in evaluating teacher without penalty. Teachers should develop behavioral objectives and a good self-evaluation check-list and should review them annually. Monies should be budgeted for the development and purchase of evaluation materials.
5.3 Instructional programs	
5.3.1 program does not recognize	
5.3.1.1 varied student ability (proficiency and capability) . . .	6.3.1.1)) Teachers should have a visitation program in 6.3.1.2) and out of district. Visitations to creative teachers should be encouraged as a means of self-evaluation on the part of the visiting teacher. Develop schedule for writing teams, artistic teams and teachers to share ideas and develop materials to take into account varied student ability. Administrators should allocate time at the beginning of school year for the release of teachers from teaching time to help in program planning.
5.3.1.2 varied student physical disability (such as blind students).	
5.3.2 there are too many levels in one classroom	6.3.2 Administrators assist in developing flexible scheduling for movement of students from one level to another and for large group, small group and independent study modes of instruction.

ADMINISTRATION

Conditions	Solutions
5.3 cont'd.	
5.3.3 poor scheduling.	6.3.3
5.3.3.1 foreign language class scheduled opposite required courses (such as math, social studies, etc.)	6.3.3.1 Revise class schedule to minimize the competition between required subjects and F.L. classes.
5.3.3.2 beginning classes, intermediate or advanced scheduled at same hours or before or after school .	6.3.3.2 Revise class schedule to minimize the competition between language classes
5.3.4 out-moded program goals	6.3.4
5.3.4.1 emphasis on one or two skills only	6.3.4.1)) Administrators should be aware of various teaching methods used in teaching foreign languages and should be held responsible for hiring qualified teachers. In-service training for teachers including visitation of other language teachers. Oral proficiency tests for prospective teachers.
5.3.4.2 emphasis on grammar-translation only	
5.3.5 directed to college prep only . . .	6.3.5)) Administration should emphasize practicality of
5.3.6 absence of a job-oriented foreign language program	6.3.6) language study for future employment, i.e. bi-secretaries, United Nations' employee, airline stewardesses.
5.3.7 no multi-language program	6.3.7 Number of languages will depend on school enrollment and desire of community. A study on attrition should indicate whether program will be offered in advanced levels.
5.3.8 no comprehensive program evaluation .	6.3.8 Administrative leadership must provide for changing a teacher's assignments into another teaching field when an evaluation of his language teaching shows that his services are inadequate or out-moded.

ADMINISTRATION

Conditions	Solutions
5.3 cont'd.	
5.3.9 advanced courses for college prep students only.	6.3.9
5.4 Teacher in-service training	
5.4.1 no opportunity for in-service training	6.4.1 In-service training for F.L. teachers must take place regularly. It should be considered as a necessary adjunct to their teaching and should be structured, planned and accepted by all teachers as part of their teaching duties. This training may take place on a semester basis or during the summer before school opens. Lesson plans, tests, visuals, and tapes could then be prepared, constructed, and exchanged.
5.4.1.1 no sabbatical.	6.4.1.1 Sabbatical leaves will give language teachers the opportunity to visit the country whose language they are teaching for many need further travel and study.
5.4.1.2 no out-of-district visits. .	6.4.1.2)) District should provide funds and information
5.4.1.3 no conference funds. . . .	6.4.1.3) regarding the availability of these funds. Funds should be provided for out-of-district visits and conferences. Administrators should send teachers who are in a rut to visit creative and imaginative successful teachers. County or State Dept. of Education can provide a list of master teachers who are willing to be visited.

ADMINISTRATION

Conditions	Solutions
5.4.1 cont'd.	
5.4.1.4 no summer curriculum development.	6.4.1.4 District should budget funds for summer curriculum development.
5.4.2 no hiring policy for foreign language	6.4.2 District should establish a hiring policy clearly stating language competency, required philosophical commitment, and training of prospective teachers. State Dept. or professional organizations should recommend hiring policies to be followed by districts. Foreign language teachers should have opportunity to interview prospective teachers and make recommendations.
5.4.3 unrealistic teacher assignment . .	6.4.3
5.4.3.1 too many preparations . . .	6.4.3.1 Teacher assignment should be carefully planned. Need larger schools. Small uneconomic schools should be unified.
5.4.3.2 not well prepared for subjects	6.4.3.2 Teacher training courses should be re-evaluated by a specialized team which should include language teachers at all levels. Teacher assignment should reflect precise lines of competency expected of teachers.
5.4.4 no comprehensive teacher evaluation	6.4.4 Department heads should have released time to evaluate teachers. Experts in the field should be called to help principals in the evaluation of teachers, if this service cannot be performed by the district's foreign language coordinator.

7.0, 8.0 COUNSELOR-PARENT
7.1, 8.1 COUNSELOR

Conditions	Solutions
The following are conditions which might be initiated by the counselors and which affect the student's program and attitude which in turn may cause him to drop the study of foreign language:	The following are solutions to those conditions initiated by the counselors which reflect on the students' year by year program of studies:
7.1 Counselor	
7.1.1 Improper student placement resulting from	
7.1.1.1 lack of intra-district correlation of language programs.	8.1.1.1
7.1.1.1.1 variety of goals and methodology	8.1.1.1.1 Need F.L. coordinator in district who can call meetings at which F.L. teachers will agree to joint goals, etc. Coordinator needs time and authority to visit classes and encourage teachers to use agreed-upon methods, etc., offering help to teachers so that they may do so.
7.1.1.1.2 no placement tests .	8.1.1.1.2 Placement testing should be given at entrance to Sr. High. 1) Jr. and Sr. High teachers should be responsible for selecting or preparing tests. 2) The coordinator or the district should request consultant help in planning an adequate testing program.

COUNSELOR-PARENT

Conditions	Solutions
7.1.1 cont'd	3) available tests should be used and supplemented where necessary.
7.1.1.2 student requesting a low placement to avoid a heavy daily preparation.	8.1.1.2 Counselors must encourage students to accept placement as demonstrated by test results.
7.1.1.3 student requesting an advanced placement for status prupose or peer influence . .	8.1.1.3 Solutions same as 8.1.1.2
7.1.1.4 lack of trained counselors.	8.1.1.4 Counseling staff and F.L. teachers visit one another's meetings.
7.1.1.4.1 poor experience with foreign language . .	8.1.1.4.1 Administration should indoctrinate counselors with a strong commitment to foreign language.
7.1.1.4.2 counselor never visits (or is never invited to visit) foreign language to get acquainted with foreign language methodology.	8.1.1.4.2 Foreign language dept. must invite counseling staff to informal exchange of ideas, goals, and methodology. Counselors should be invited to F.L. staff meetings throughout the year.
7.1.1.4.3 counselor never visits foreign language classes to observe counselees.	8.1.1.4.3 Counselors should request progress reports from F.L. teachers as follow-up for students who have received warning notices.
7.1.1.4.4 counselors strongly recommend their own preference of elective courses which many not be foreign language	8.1.1.4.4 Counselors must be encouraged to present elective course offerings objectively.

COUNSELOR-PARENT

Conditions	Solutions
7.1 cont'd.	
7.1.2 Mis-counseling a result of. . . .	
7.1.2.1 idea that "one language is easier than others"	8.1.2.1 Counselors must inform students that interest should guide the selection of a language.
7.1.2.2 placing of students in a language which is not of the greatest service for the student's intended career . . .	8.1.2.2 Most students do not know future career requirements; therefore, experience in any foreign language will be helpful.
7.1.2.3 counselors' permissiveness in allowing students to drop a language without valid reasons .	8.1.2.3 Request for change to require approval from teacher, counselor, and parent.
7.1.2.4 failure of counselors to inform student of foreign language requirements when student changes goals	8.1.2.4 Obligation of teacher to keep up-to-date information and pass it on to counselors. Frequent meeting of counselors with F.L. personnel.
7.1.2.5 lack of a foreign language program which can strengthen a students vocational goals (opposite of college prep). . .	8.1.2.5 Make known opportunities to students when F.L. can be utilized. Stimulate and develop F.L. program in conjunction with vocational opportunities offered in other departments.
7.1.3 College preparatory requirement misunderstood because of the	
7.1.3.1 counselor allowing student to determine amount of time of study instead of a proficiency level to be achieved.	8.1.3.1 Teachers to make counselor aware of the student's proficiency in basic foreign language skills.

COUNSELOR-PARENT

Conditions	Solutions
7.1.3 cont'd.	
7.1.3.2 counselor allowing student to drop language when foreign language is not required at the college which the student has chosen.	8.1.3.2 Teacher should disseminate information about college requirements. State Department of Education and professional associations may be requested to supply this information. Universities notify professional organizations and individual high schools in the state when general changes in language requirements made.
7.1.4 Counselors fail to inform teacher of students with	
7.1.4.1 emotional problems. . . .	8.1.4.1) Teachers, counselors, and school nurse need) to share information on students' health
7.1.4.2 a problem which requires special tutoring, seating, individual test, etc. . . .	8.1.4.2) problems.)))
7.1.4.3 physical problems and special services available to the teachers for those students with visual, auditory, or other handicaps.	8.1.4.3))))))
7.1.4.4 general health problems . .	8.1.4.4)
7.1.5 Counselors fail to exercise leadership and professional pressure for	
7.1.5.1 the purchase of extra equipment beyond basic minimal needs	8.1.5.1)))
7.1.5.2 the purchase of special texts	8.1.5.2) Counselors should be aware of state and) federal funds available to help solve these
7.1.5.3 special programs for pupils with andicaps	8.1.5.3) problems.

7.0, 8.0 COUNSELOR-PARENT
7.2, 8.2 PARENT

Conditions	Solutions
The following conditions represent parents' attitudes and perspectives which in turn affect students' willingness to continue foreign language study:	The following are solutions to those conditions initiated by parents which reflect students' choice of language and length of study:
7.2 Parent	
7.2.1 Improper placement of students because of	
7.2.1.1 parents' insistence on promotion to next level despite poor achievement. . .	8.2.1.1)
7.2.1.2 parents' over-estimation of their children's language ability	8.2.1.2) Teacher and counselor send accurate objective information to parent and also from teacher to parent via progress reports, telephone call, etc.
7.2.1.3 parents' under-estimation of the teacher's ability. . .	8.2.1.3)
7.2.1.4 parents' insistence in change to a "prestigious" language	8.2.1.4)
7.2.2 Mis-counseling due to	
7.2.2.1 parents' insistence that student take the language <u>they</u> took	8.2.2.1) Teacher briefs counselor on the selection of a language and proper sequence.
7.2.2.2 parents' insistence on a certain language regardless of student's interest or goals. .	8.2.2.2) Counselor contacts parents for further clarification when necessary.

COUNSELOR-PARENT

Conditions	Solutions
7.2.2 cont'd.	
7.2.2.3 parents' insistence in "making senior year more enjoyable" by dropping the foreign language.	8.2.2.3 Teacher must make parent aware of need and value of F.L. study to satisfy vocational and avocational goals.
7.2.2.4 parents' negative salesmanship when recommending change from one foreign language to another.	8.2.2.4 See 8.2.2.1 8.2.2.2
7.2.3 Misunderstanding of college prep requirements because of	
7.2.3.1 parents' grade consciousness which forces student to drop a foreign language before "it gets too complicated" and a threat to grade-point average	8.2.3.1 Counselors need a long-term educational plan to educate parents on value of F.L. study as well as to keep them abrease of current developments. Professional organizations to help teacher in planning.
7.2.4 Parental misunderstanding of the program because of	
7.2.4.1 lack of general interest . .	8.2.4.1
7.2.4.2 lack of information on trends in foreign language teaching. .	8.2.4.2
7.2.4.3 lack of personal knowledge of what goes on in a foreign language class	8.2.4.3
7.2.5 Parental lack of leadership in community which does not	
7.2.5.1 insist on foreign language teaching relevancy to meet all situations (vocational and/or college prep)	8.2.5.1

COUNSELOR-PARENT

Conditions	Solutions
7.2.5 cont'd.	
7.2.5.2 insist on programs to take care of pupils with physical handicaps including purchase of extra equipment and texts. .	8.2.5.2
7.2.6 Parental failure to recognize	
7.2.6.1 that their emotionally disturbed children need specialized programs.	8.2.6.1 F.L. teachers discuss with the parents the manner in which a F.L. program can be of help to the emotionally disturbed or physically handicapped.
7.2.6.2 that they should inform the school of their children's emotional problems	8.2.6.2
7.2.6.3 that their children have an emotional problem	8.2.6.3
7.2.6.4 that they should inform the school of children with physical handicaps.	8.2.6.4
7.2.6.5 that the purchase of hearing aids, Braille textbooks, and glasses is essential to assure a measure of success to the student.	8.2.6.5

9.0, 10.0 COMMUNITY

Conditions

The following conditions are community attitudes which influence parents, students and school policy which ultimately result in students not continuing the sequential study of foreign languages:

9.1 Lack of information from

9.1.1 school personnel to

9.1.1.1 student. . . . . .

9.1.1.2 parents. . . . . .

Solutions

The following are courses of action which will help the school and its representatives in creating within the community an awareness of the importance of foreign language study:

10.1 The lack of information about the nature and importance of F.L. in the schools can be counteracted by

10.1.1 School personnel

10.1.1.1 mimeographing objectives, course requirement, kinds of tests, materials, etc. for students at the beginning of the course.
Counseling students individually (FLES teachers also involved) on the language available, type of work to be done, high school and college graduation requirements.
Counselors must be better informed of F.L. program.

10.1.1.2 Mailing mimeographed notices to parents about course requirements.
Inviting parents to sit on on classes.
Holding special class sessions for parents and giving them sample foreign language instruction.
Holding back-to-school nights for parents.
Giving demonstration classes at PTA meetings.

COMMUNITY

Conditions	Solutions
9.1.1 cont'd	
9.1.1.3 other members of community	10.1.1.3 Inviting board of education members and district administrators to visit foreign language classes.
	10.1.1.4 Requesting all news media to report on school foreign language programs--also special or unusual activities. Publishing companies should help in promoting public relations for language progress.
9.1.2 community to	
9.1.2.1 board	10.1.2.1
9.1.2.2 administration	10.1.2.2
9.2 Negative recall based on	10.2 Community members' own unsatisfactory experience with foreign language study can be counteracted by
9.2.1 community members' own unsatisfactory experience with foreign language study	10.2.1 Establishing citizens' curriculum committees with lay chairmen and charging these committees with the task of recommending desirable foreign language programs for the schools of the community. Teachers make professional reports to these committees. Such committees give a chance to parents to air feelings about their own F.L. learning and current learning of their children. Letters of invitation to participate in the committees sent initially to all members of the community.
	10.2.2 Invite parents to attend classes with their children during his regular school day (to experience the type of foreign language instruction going on in the school).

COMMUNITY

Conditions	Solutions
9.3 Dissatisfaction with current conditions because of	10.3 Community members' dissatisfaction with current conditions can be counteracted by
9.3.1 quality of teacher preparation. .	10.3.1 Encouraging parents to make immediate contact with teachers to discuss courses, methods, objectives, etc.
9.3.2 individual teacher personality. .	10.3.2 Inviting parents to meet face-to-face with teachers through counselors.
9.3.3 methodology used by teachers . .	10.3.3 Inviting parents to sit in on classes.
	10.3.4 Encouraging teachers to call parents and clarify student-parent attitudes about the class.
	10.3.5 Setting aside periods in the school day for calling parents.
9.4 Community does not feel an immediate need of a foreign language program because .	10.4 Negative influences of persons for whom there is no academic or social cultural value in F.L. study can be counteracted by
9.4.1 There is no interaction with foreign language groups or media . .	10.4.1 Distributing the Parker Report which formed the basis for the NDEA F.L. legislation.
9.4.2 It believes that a knowledge of F.L. is not necessary to earn a living.	10.4.2 Distributing the CASA "Education Today for Tomorrow's World," a report on future F.L. needs.
9.4.3 It believes that a knowledge of F.L. is not necessary for traveling .	10.4.3 Using films which are produced to show the need for and value in F.L. study (e.g. State Dept. of Education).
	10.4.4 Sponsoring a career night in which vocations utilizing F.L. knowledge are highlighted. Discussing F.L. as an adjunct to other vocations (dad may not have taken a job requiring F.L. skills because he did not have them).

COMMUNITY

Conditions	Solutions
9.4 cont'd.	10.4.5 Organizing programs like the Morgan Hill High School curriculum (aided by Lufthansa).
	10.4.6 Promoting student participation in work/study programs abroad or work/abroad programs.
	10.4.7 Holding orientation programs for parents of elementary students who will be taking F.L. later in their school careers (plays and skits using F.L.; discussion of school F.L. opportunities).
9.5 Community has socio-cultural values which view foreign language as	10.5 See above
9.5.1 a frill (not a basic subject). .	10.5.1
9.5.2 desirable for college prep. students only (for the elite) . .	10.5.2
9.6 In the community is pressure	
9.6.1 by a special interest group that	10.6.1
9.6.1.1 forces attention in only one language	10.6.1.1 In schools offering one foreign language, the reasons why only <u>that</u> language is chosen should be repeatedly made known.

COMMUNITY

Conditions	Solutions
9.6.1 cont'd.	
9.6.1.2 forces attention on other subjects besides foreign language.	10.6.1.2
9.6.1.3 forces attention on social problems.	10.6.1.3
9.6.2 by minority groups	
9.6.2.1 negating their own language and culture.	10.6.2.1 The negative attitudes of minority groups toward their own language can be counteracted by
	10.6.2.1.1 Giving courses dealing with the cultural contributions of the minority in question.
	10.6.2.1.2 Taking all possible steps to increase the pride of a minority member in his own culture.
9.6.2.2 disagreeing with the dialect taught in the school.	10.6.2.2
9.6.3 by private elementary schools feeding into a high school	10.6.3 Districts which have private F.L. schools at the elementary level and receive students at the high school with advanced F.L. knowledge should
	10.6.3.1 Give these students proper placement in the high school foreign language program by examination.
	10.6.3.2 Provide special teachers to teach these students in small groups or offer them opporltunity for independent study.

COMMUNITY

Conditions	Solutions
9.6.3 cont'd.	5.6.3.3 Utilize the resources of private foreign language cultural groups or foundations (Jewish Educational Council, Carnegie Foundation) to finance the hiring of special teachers in the languages they sponsor.
9.7 Differences in prestige values of languages	
9.7.1 A community can harbor attitudes which lead to the rejection or preference of one language over another. Notions about the prestige value of different languages are inherited from the past.	5.7.1 Lobby to have removed stereotype television programs and commercials as Hogan's Heroes, Frito Bandito, etc.
Latin - "the classical standard-bearer; it's 'disciplinary' value for learning other subjects"	
French - "the language of polite society and elegant literature"	
Russian - "a novel language, reputed to be difficult, few people speak it"	
Spanish - "the easiest foreign language; non-scholastic, more of a practical value; not needed for the scientific professions"	
German -"suffers from current caricatures and stereotypes of the Bavarian-type or Nazi-type portrayed in Hollywood films"	

COMMUNITY

Conditions	Solutions
9.8 Lack of funds to promote the study of foreign languages	10.8 Publishing companies should help districts and state to promote the study of foreign languages by placing an ad in newspapers, granting special scholarships, granting aid to poor students for study abroad experiences, and setting up advertising campaigns on radio, television, and newspapers. Refund a small amount per book to the district for scholarship, community programs, provide special prizes for field days or foreign language competitions in district or county or state wide, etc.

11.0, 12.0 TEACHER TRAINING

Conditions

The following are conditions prevalent in the teacher-training institutions which produce poorly trained teachers who in turn are unable to present a program which encourages students to continue with foreign language study:

11.1 Poor training is offered to prospective teachers because

11.1.1 college professors have not understood or practiced the best methodology in teacher-training classes or their own foreign language classes. . . .

11.1.2 little experience has been given to classroom management techniques.

Solutions

The following are thought to be solutions to those shortcomings in teacher preparation by the teacher-training institutions:

12.1.1 College instructors instructing prospective F.L. elementary and secondary teachers should be appointed on the basis of their knowledge and experience in the elementary or secondary level. College staffs should be aware that teacher training involves more than preparation for college teaching. It is altogether too common to see language classes taught in English instead of the target language; with emphasis on grammar translation instead of communication in the target language; with emphasis on obscure literary pursuits instead of practically oriented. Prospective teachers' programs should offer more language experience, courses in applied linguistics, psychology, etc.

12.1.2 Classroom management techniques should be taught by instructors who know conditions at the elementary or secondary levels. Colleges should organize weekend courses by master teachers (elementary or secondary). Unfortunately, it is not unusual to see a F.L. teacher who does not know how to repair a broken tape or even use taped materials in a classroom.

TEACHER TRAINING

Conditions	Solutions
11.2 Prospective teachers have not been	
11.2.1 taught the importance of student attitude toward foreign language learning.	12.2.1 Teacher training institutions should offer a course on how student attitudes affect language learning and how teacher mannerisms, attitude, personality, enthusiasm are all critical to student success. Teachers should be taught the importance of seeing themselves as their students see them. Give teachers experience in the use of videotape or interaction analysis as self-evaluating techniques.
11.2.2 taught the best use of class time	12.2.2 Before prospective teachers are sent to school for student teaching, there should be courses on lesson planning, use of equipment, review of teaching techniques, and general background on the specifics of F.L. teaching.
11.2.3 taught the development and use of criteria for selection of instructional materials	12.2.3 Prospective F.L. teachers should have coursework on the development and use of criteria for instructional material selections, the use of county F.L. guidelines, and the use of publishers' guidelines for texts. The college should have in its curriculum library up-to-date copies of publishers' F.L. materials. Students should be required to participage in language conferences to develop an awareness of new materials on the market, the feelings of the profession, etc. Materials used in the college courses should meet criteria developed by prospective teachers' committees.
11.2.4 taught the need for and techniques of involving students in curriculum planning	12.2.4

TEACHER TRAINING

Conditions	Solutions
11.2 cont'd.	
11.2.5 taught techniques in individualizing instruction.	12.2.5 Teacher training institutions should offer courses on techniques of individualizing instruction, programmed instruction, and flexible scheduling.
11.2.6 taught the techniques of how to motivate students	12.2.6 Teacher trainers should include work on motivating techniques.
11.2.7 taught techniques of test production and analysis	12.2.7 Teacher trainers should have practical sessions on production and analysis.
11.2.8 made familiar with current foreign language research or basic published programs and their components	12.2.8 Courses should require time in the curriculum library or a visit to nearby ERIC facilities.
11.2.9 brought to a high level of proficiency in the F.L. language to be taught.	12.2.9 By having to use the target language in his college F.L. study, a prospective teacher should have developed a high level of language proficiency. If he has not, he should be counseled out of further preparation. Above all, he should not be granted a credential. A stiff language proficiency test (in addition to his professional preparation) should be the basis for allowing him a student teaching assignment, and later, a credential.
11.2.10 taught how to use electro-mechanical devices or how to construct and use visual aids . .	12.2.10 College language courses for prospective teachers should include work in construction and use of visual aids and use of electro-mechanical devices.
11.2.11 made familiar with problems of articulation, staff relations, curriculum development, and/or elementary or secondary needs and goals.	12.2.11 Such a course should be taught only by matter teachers with "firing line" experience.

TEACHER TRAINING

Conditions	Solutions	
11.2 cont'd.		
11.2.12 made familiar with the many career opportunities available to students of foreign language.	12.2.12 Discussions and brochures on the subject of foreign language careers should be included in teacher-training courses.	
11.2.13 sufficiently and thoroughly screened by the institution . .	12.2.13 Teacher trainers need to screen prospects thoroughly on theories of language learning, and their language ability. To retain prospective teachers in the training program who are not already proficient in the F.L. may be a waste of everyone's time.	
11.3 College course work is		
11.3.1 directed mainly toward college teaching careers	12.3.1	
11.3.2 directed mainly to literature appreciation	12.3.2	
11.3.3 not directed to the elementary or secondary level	12.3.3	
11.4 College student-teaching courses		
11.4.1 do not give enough opportunity to prospective teachers to obtain a good background in all the problems related to teaching foreign language.	12.4.1	See solutions above

Conditions	Solutions
11.4 cont'd.	
11.4.2 have ineffective and haphazard supervision of student teachers. .	12.4.2 After prospective teachers have been carefully screened (as indicated in 12.2.13), the college should make an effort to screen master teachers also. If this is not done, the obvious result will be a propagation of poor teaching. Student teachers are rarely refused a credential because of poor teaching at the end of 5 years of college.
11.5 College supervisors of prospective foreign language teachers do not select master teachers who are masters of teaching and who are leaders in their field	12.5 College supervisors should inspect thoroughly the classes and the master teachers before they place student teachers with the master teachers in elementary or secondary schools.

SUGGESTIONS ON HOW TO USE HANDBOOK

Step I. Obtain baseline data for your district regarding foreign language dropout rate, especially during and at the end of the first two years. If the figures show a high percentage of foreign language dropouts, hold an informal meeting to determine the extent of backing for a district study of the problem. Assess the "feelings" of your personnel regarding the existence of a foreign language dropout problem. Use the data obtained for the district. Introduce this document by providing a copy of it for each person at the meeting. Determine who should be involved in the full study, e.g., parents, administrators, students, teachers. Set a date for the next meeting, and outline agenda.

Step II. Provide all people who are to take part in the full study with copies of the document. Notify these people of the meeting. Divide the committee into groups giving each group a specific assignment, i.e., assign Part I to Group A, Part 2 to Group B, etc. Have each group eventually review every section. In groups, go over each item in the section assigned and 1) determine whether or not it refers to the problem within your district; 2) add to the document those conditions and/or solutions pertinent to your district.

Step III. Summarize the conditions which are believed to exist within your district. Summarize the solutions which are believed to be useful in alleviating the conditions. On a priority basis, determine actions to be taken. Assign responsibilities for the actions.

Step IV. Establish a feedback system to determine the results of Step III.

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MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education

EVERETT T. CALVERT
Chief Deputy Superintendent

COLLIER McDERMON
Assistant Superintendent
(807 State Bldg.
Los Angeles 90012)

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

BUREAU OF ELEMENTARY AND SECONDARY EDUCATION

March 20, 1969

EUGENE GONZALES
Associate Superintendent; Chief,
Division of Instruction

RAY H. JOHNSON
Associate Superintendent; Chief,
Division of Public School Administration

S. W. PATTERSON
Acting Chief,
Division of Special Schools and Services

WILSON C. RILES
Director of Compensatory Education

FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, FALL 1968

Prepared by
John P. Dusel, Consultant
Foreign Language Education

I. Number of public secondary schools offering foreign languages in 1968-69:

Offerings	Jr. HS 7-8	Jr. HS 7-9	Jr.-Sr. HS 7-12	4-Yr. HS 9-12	Sr. HS 10-12	Totals
No foreign languages	2	3	-	11	11	27
Only classical languages (Latin, classical Greek)	-	-	-	-	-	-
Only modern foreign languages	160	254	28	292	97	831
Classical and modern foreign languages	3	96	10	215	131	455
Totals	165	353	38	518	239	1,313

II. Number of districts which include secondary schools offering languages other than French, German, Latin, and Spanish:

Chinese	13	Hebrew	3	Portuguese	4
Greek (Classical)	1	Italian	14	Russian	43
		Japanese	2	Swahili	1

III. This report is based upon data obtained from all of the 354 California unified and high school districts.

IV. Foreign language enrollment compared with total school enrollment, 1968-69:

Type of Enrollment	Fall 1967	Fall 1968	Increase	% of Increase
Total school enrollment (7-12)	1,539,606	1,588,801	49,195	3.2%
Total foreign language enrollment (7-12)	575,845	584,652	8,807	1.5%

V. Percent of increase or decrease in foreign language enrollment by language (grades 7-12 in secondary schools only). The percentages for 1966-67 and 1967-68 are shown for purposes of comparison.

Language	1966-67	1967-68	1968-69
Chinese	+ 35.1%	+ 2.4%	- 25.0%
French	+ 2.4%	- 1.7%	- 3.8%
German	+ 12.7%	- 4.3%	+ 11.0%
Hebrew	+ 6.7%	+ 1.7%	+190.0%*
Italian	+ 9.6%	+ 1.9%	+ 4.2%
Japanese	+ 86.9%	- 9.5%	- 5.7%
Latin	- 16.0%	- 14.6%	- 13.7%
Russian	+ 10.4%	- 4.1%	+ 13.5%
Spanish	+ 12.3%	+ .4%	+ 2.6%

(*The 1967-68 district reporting of Hebrew enrollments may be inaccurate.)

VI. The increase in total foreign language enrollment (1.5%) did not keep pace with the increase in total student enrollment (3.2%) in California's secondary schools. The difference may be expressed by subtracting 1.5% from 3.2% with a resulting - 1.7%. This difference may then be computed with the gross percentages shown in number VI as follows:

Chinese	-25.0% - 1.7% =	26.7%	decrease when compared with 3.2% increase in enrollment.
French	- 3.8% - 1.7% =	5.5%	decrease when compared with 3.2% increase in enrollment.
German	+11.0% - 1.7% =	9.3%	increase when compared with 3.2% increase in enrollment.
Italian	+ 4.2% - 1.7% =	2.5%	increase when compared with 3.2% increase in enrollment.
Japanese	- 5.7% - 1.7% =	7.4%	decrease when compared with 3.2% increase in enrollment.
Latin	-13.7% - 1.7% =	15.4%	decrease when compared with 3.2% increase in enrollment.
Russian	+13.5% - 1.7% =	11.8%	increase when compared with 3.2% increase in enrollment.
Spanish	+ 2.6% - 1.7% =	.9%	increase when compared with 3.2% increase in enrollment.

VII. The table of enrollments by languages, included on page 2, indicates that of all the languages taught in California secondary schools, Spanish is in first place with 64% of the enrollment; French is in second place with 22%; German is in third place with 10%; and Latin is in fourth place with 2.8%.

VIII. The seventh and eighth enrollments in French and Spanish are down from last year, although both held up well in grades nine through twelve. Courses II, IV, and V in French show a rise as do all the high school courses in Spanish. Many students from grade eight are going directly into the II or III-year courses in high school.

IX. The numbers of students in the IV and V-year courses in almost all languages increased, demonstrating that more students are studying foreign languages for a longer period of time.

X. Consistent increases in German (grade seven through course V) and in Russian (grade seven through course IV) enrollments are noted.

XI. Enrollments increased in certain language areas over 1967 figures as follows:

Chinese	Grade 8, Courses I and II.
French	Courses II, IV and V.
German	Grades 7 and 8, Courses I, II, III, IV and V.
Hebrew	Courses I, II, and III.
Italian	Grade 7, Courses II, III, and IV.
Japanese	Course II.
Latin	Grade 7, Course IV.
Russian	Grades 7 and 8, Courses I, II, III, and IV.
Spanish	Courses I, II, III, IV, and V.

FOREIGN LANGUAGE ENROLLMENTS IN GRADES SEVEN THROUGH TWELVE
IN SECONDARY SCHOOL SYSTEMS, FALL 1968

Language	7th Grade	8th Grade	Total 7-8	Grades 9 through 12						Total 9-12	Total 7-12
				I 1st Yr.	II 2nd Yr.	III 3rd Yr.	IV 4th Yr.	V 5th Yr.	VI 6th Yr.		
Chinese (Mandarin)	71	179	250	336	169	43	15			563	813
French	15,560[a]	13,932[c]	29,492	43,196[e]	34,947	14,885	5,793	612[h]	52	99,485	128,977
German	4,675	3,751	8,426	24,504	17,214	6,366	2,168	110		50,362	58,788
Greek (Classical)				9						9	9
Hebrew				365	107	37	8			517	517
Italian	30		30	680	289	120	22			1,111	1,141
Japanese				253	153	34				440	440
Latin	259	246	505	7,972	5,460	1,698	782	7		15,919	16,424
Portuguese				62						62	62
Russian	85	60	145	1,298	628	249	71			2,246	2,391
Spanish	71,191[b]	57,001[d]	128,192	115,823[f]	88,160[g]	31,046	10,426	1,301[i]	112	246,868	375,060
Swahili				30						30	30
Totals	91,871	75,169	167,040	194,528	147,127	54,478	19,285	2,030	164	417,612	584,652

(a) Includes 28 students taking Conversational French, 108 taking one semester and 236 taking a one-quarter course in French.

(b) Includes 1,408 students taking Conversational Spanish, 549 taking one semester, and 596 taking a one-quarter course in Spanish.

(c) Includes 26 students taking Conversational French and 316 taking a one-semester course.

(d) Includes 1,096 students taking Conversational Spanish and 609 taking a one-semester course.

(e) Includes 53 students taking Conversational French.

(f) Includes 298 students taking Conversational Spanish.

(g) Includes 76 students taking Spanish for native speakers.

(h) Includes 51 students taking Advanced Placement French.

(i) Includes 9 students taking Advanced Placement Spanish.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Elementary and Secondary Education
Sacramento, California 95814

January 6, 1969

DIAGNOSING THE DECREASE IN FOREIGN LANGUAGE ENROLLMENT

by

John P. Dusel, Consultant
Foreign Language Education

Educators in a school district may believe that the district's foreign language program is not a strong or vigorous one. They may feel that too few enroll or that those who drop out do so before they attain fluency. Why don't more educators try to find out why students drop out? Finding the answer is not easy because of the many variables. Gathering data year after year is a time-consuming process. Merely asking a student his opinion may not give you the truth; but a sufficient number of opinions may indicate a trouble spot. If a student says that he did not need further study, you may not know if he felt that he did not or if his counselor told him that he did not.

A principal, superintendent, or supervisor of foreign language who wishes to diagnose the problems objectively may want to use the instrument proposed in this article. A questionnaire with a series of possible reasons for the student's drop will definitely isolate the gross problems that exist, and for no other reason such a questionnaire has value. Faulty interpretation of the inaccurate student comments could be injurious to the innocent teacher or to the teacher who expected the student to study, behave himself in class, and put forth effort. The accuracy of an accusation by the student, then, should be checked by further study and conference.

Some students will be honest when they admit that the personality of the teacher, his meanness, his sarcasm, his poor command of the language, or his lack of enthusiasm caused the drop. But others might not want to write their reason. They may be too kind or timid to fill in that part of the form. An oral interview to discuss the completed questionnaire would improve the validity of the answers even though discussion with each dropout takes times.

The questionnaire is designed for the registrar or foreign language supervisor to use at the time when students register for their next

year's courses.[1] A foreign language department head may also care to use the form with perhaps slight variations. A critical appraisal of the district's foreign language program should be made in the elementary schools as well as in the junior and senior high schools. Isolation and identification of problems is perhaps even more vital at the elementary than at the secondary school level, for if pupils become disillusioned with foreign language in the elementary grades, they may never sign up for additional work later on.

The form is equally applicable for students who drop out of a foreign language class during the school year. Because of the personal nature of certain questions, it is my suggestion that the registrar or the district's foreign language supervisor be responsible for the administration and compilation of the form. Teachers should not be asked to distribute or collect it. Students might feel free to answer honestly when the teacher does not see the answers.

Not only should the department head or the district supervisor gather and maintain enrollment data in foreign language, but he should know why students from the elementary schools do not sign up for foreign language upon entering high school. He should know why each high school student does not continue with foreign language study. One way to build a strong program is to recognize the weak parts of it. Some problems may be insoluble. Those that are not can be attacked and solved.

The advice of a counselor is often quite important to a student who is planning next year's courses. Misinformation or a prejudice against foreign language in general by a counselor may dissuade a number of young people from electing a foreign language course or from continuing the study of a foreign language. Vigilance on the part of the foreign language supervisor or the administrator who is trying to build a strong program is imperative. Use of the questionnaire may disclose that a counselor really initiated the drop.

Answers on the questionnaires may disclose that certain teachers are advising students to drop. Other answers may identify an unfair or discriminatory grading practice. Lack of coordination of teachers' methods may exact a high toll in enrollment.[2]

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[1]Many of the articles in today's newspapers and magazines refer to the dropout as a young person leaving school. The term dropout in this paper refers to a person who drops or is pushed out of a foreign language class after a year or two.

[2]Pimsleur, Paul, Donald M. Sundland, and Ruth D. McIntyre, Under-Achievement in Foreign Language Learning, The Modern Language Association of America, New York, 1966.

National enrollment figures show a year by year decrease in enrollment with less than 10% of those beginning language study in grade nine continuing into the fourth year.[3] Educators should do everything possible to keep students in language courses longer than they presently remain. Wholesale elimination of children from language classes during the first and second years especially must be curbed. In order to accomplish this the problem must be diagnosed carefully and then a cure suggested. The questionnaire should prove to be a practical and useful way of determining why so many young people discontinue their foreign language study. Positive steps can then be taken to strengthen those parts of the district foreign language program that the dropout students mention critically.

(See back of this page for questionnaire.)

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[3]Teague, Caroline and Hans Rutimann, Foreign-Language Offerings and Enrollments in Public Secondary Schools, Fall 1965, The Modern Language Association of America, New York, 1967.

REASONS FOR DISCONTINUING FOREIGN LANGUAGE STUDY

_____
Date

_____ _____
Name of student Name of foreign language

Circle Yes or No

1. Did you discontinue your study of foreign language because
   -you wish to begin study of a different foreign language? Yes No
   If yes, name the new language_____
   -of scheduling difficulties? Yes No
   Explain_____
   -of teaching methods used? Yes No
   Explain_____
   -you feel you are not well prepared for the advanced work? Yes No
   Explain_____

2. Was an advanced course available to you? Yes No

3. Have you attained the fluency in the foreign language that you intended? Yes No
   How did you reach this conclusion? (Check the answer or answers that apply)
   By my score on a standardized test____
   The teacher said so ____
   By the grade that I received ____
   Other_____

4. What fluency in a foreign language should you have by the time you leave high school?_____

5. Did the grade you received have anything to do with your decision to drop the study of this foreign language Yes No
   Explain_____

6. Did the attitude of the teacher have anything to do with your decision to drop? Yes No
   Explain_____

7. Were you advised to drop? Yes No
   By whom?_____Why_____

8. Do your parents know that you have dropped the foreign language course Yes No
   If yes, are they in agreement with you?_____

9. Did you transfer into this school? Yes No
   If yes, did this transfer have anything to do with your decision to discontinue foreign language study? Yes No
   Explain_____

10. Have your plans and life objectives changed since you began the study of this foreign language? Yes No
    Explain_____

11. Was your time well spent in the foreign language courses which you have already taken? Yes No

12. What do you feel about the people whose language you have studied?_____

13. What other reason do you have for discontinuing foreign language study?_____

    _____

Please mail by February 15, 1970 to Edgardo Torres, San Leandro Unified School District, 451 West Joaquin Avenue, San Leandro 94577

SURVEY OF FOREIGN LANGUAGE PRACTICES

January 10, 1970

SAN LEANDRO UNIFIED SCHOOL DISTRICT
IN COOPERATION WITH THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

TO: Alameda County Foreign Language Teachers

FROM: Mary DuFort, Coordinator of Humanities, Alameda County Schools
John P. Dusel, Foreign Language Consultant, California State Dept. of Education
Edgardo Torres, Foreign Language Supervisor, San Leandro Unified School District

This is part of a study being conducted on foreign language practices in Alameda County. Results of this questionnaire will be distributed to all foreign language teachers in Alameda County.

I. OFFERINGS AND ENROLLMENTS

Are students allowed to choose the language which they want to study?_____

At what grade level?_____

May students petition that a particular foreign language be taught?_____

Name and edition of text(s) you use._____

_____

_____

_____

_____

What components (tapes, films, charts, transparencies, etc.) accompany the text(s) you use?_____

_____

_____

_____

What language approach do you use--(traditional grammar-translation) (audiolingual) (direct method) (ecletic) other, explain_____

_____

II. TEACHER DATA

Are you a native-speaker of the language which you teach?_____Yes or No

If you have been in a country in which the people speak the language which you teach, how long were you there? Six weeks or less____ Less than one year____ More than one year____ (Please check)

Were you there to travel____to study____to work____. Please indicate the reasons.

List NDEA or EPDA Institutes or training other than college study which have contributed to your foreign language fluency and teaching ability_____

_____

Do you have a major or minor (20 semester units) in the foreign languages you are teaching? (please circle) Please give date of college graduation_____. Please give date of your most recent college study in foreign language not connected with NDEA or EPDA summer foreign language institutes. _____

Do you help determine foreign language class size? Yes No

Do you suggest those students who are to continue? Yes No

Do you suggest those students who are to be dropped? Yes No

Do you help determine which classes will be offered? Yes No

Do you suggest the languages to be offered? Yes No
Are you suggestions heeded? Yes No

III. GROUPING AND PLACEMENT

What is the policy for minimum and maximum number of students allowed to study a foreign language? Fill in number.

Beginning class size minimum ( ) maximum ( )
Advanced class size minimum ( ) maximum ( )

What ability do you require a student to possess who enrolls in a beginning foreign language course? Check all appropriate answers.

1. All are accepted who express an interest and sign up. ( )
2. An I.Q. score of at least 100. ( )
3. A grade point average of at least C. ( )
4. Reading score. ( )
5. Other (please specify)_____

Upon what basis do you advance a student of foreign language into the next class? Check any appropriate answer.

1. He must achieve at least a passing grade of D. ( )
2. He must achieve at least a grade of C. ( )
3. He must pass a special test (explain). ( )
4. He must have a college recommending grade. ( )
5. Other_____

Do the other teachers (of French, for example), in your school or in the district agree upon the meaning of an A grade (B grade, C grade, etc.)? Yes No (circle)

How do the teachers in the foreign language department agree upon the meaning of grades? Explain _____

_____

Are grades based upon a demonstrated degree of proficiency? Yes No (circle)
Explain _____

_____

Do you have another grading system? Explain _____

_____

Should students who are not fast learners be discouraged (a) from beginning foreign language study? Yes No (circle)
If yes, explain _____

(b) from continuing foreign language study? Yes No (circle)

Do you have students who have had foreign language instruction in the same classroom with beginners of the same language? Yes No (circle)

Do you have classes in which students are mixed? (Example, Spanish II with Spanish III) Yes No (circle)
If yes, please explain _____

Are all students, regardless of their ability or future goals, given the same foreign language instruction? Yes No (circle)
If the answer is no, how is instruction organized? Check the appropriate answer or answers.

a. Grouping in fast and slow tracks. ( )
b. Grouping within the classroom. ( )
c. Different objectives for different students. ( )
d. Individualized instruction (programmed course). ( )
e. Other (explain) _____

How many years of foreign language do you recommend that college-bound students take? _____

How many years of foreign language do you recommend that non-college preparatory students take? _____

Do the counselors in your school recommend that students take just two years of foreign language? Yes No (circle) Explain _____

_____

How many periods per week do students study foreign language? (_____)
What is the length of the period? (_____)

Is the students' instruction continuous during the year or are the classes held only one of two semesters? Explain _____

_____

How are transfers into the school placed in foreign language classes? (circle)

a. They have to wait until September to enter a class.
b. They are placed according to a test.
c. They are placed according to their transcript in the same class which they had previously.
d. Other _____

List any special help given to transfers to assist them in adjusting to the new foreign language class. _____

_____

Please use this section for additional foreign language practices that you feel <u>strengthen</u> or <u>weaken</u> your school's foreign language program. (Mention innovations, <u>interdepartmental</u> rapport, summer camps, study abroad, etc.)

This questionnaire will filled out by _____
(name)

_____
(name of school district)

_____
(street) (city) (zip code)

Grade(s) you teach _____
Subject(s) you teach _____

You may fold and staple.
Address is printed on back of this sheet.

Please mail by February 15, 1970 to Edgardo Torres, San Leandro Unified School District, 451 West Joaquin Avenue, San Leandro 94577

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SURVEY OF FOREIGN LANGUAGE PRACTICES

January 10, 1970

SAN LEANDRO UNIFIED SCHOOL DISTRICT
IN COOPERATION WITH THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

TO: The Foreign Language Department Head or Other Foreign Language Teacher in Charge

FROM: Mary DuFort, Coordinator of Humanities, Alameda County Schools
John P. Dusel, Foreign Language Consultant, California State Dept. of Education
Edgardo Torres, Foreign Language Supervisor, San Leandro Unified School District

This is part of a study being conducted on foreign language practices in Alameda County. Results of this questionnaire will be distributed to all foreign language teachers in Alameda County.

I. OFFERINGS AND ENROLLMENTS

Is there a policy in the district for the selection of foreign language teachers? Yes No (circle)

If yes, please explain (e.g. test, units, major, minor, etc.) _____

_____

What languages are presently offered in your school? Please list.

Language	Sequence	Grade (e.g. 3rd, 7th, 9th etc.)

In the last ten years has any foreign language been added to the curriculum?
Yes No

What year?_____

How recently was an additional year of a foreign language offered? Specify.

_____

In9-102 4-70 500

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This is part of a study being conducted on foreign language practices in Alameda County. Results of this questionnaire will be distributed to all foreign language teachers in Alameda County.

I. OFFERINGS AND ENROLLMENTS

Are students allowed to choose the language which they want to study?_____

At what grade level?_____

May students petition that a particular foreign language be taught?_____

Name and edition of text(s) you use._____

_____

_____

_____

_____

What components (tapes, films, charts, transparencies, etc.) accompany the text(s) you use?_____

_____

_____

_____

What language approach do you use--(traditional grammar-translation) (audiolingual) (direct method) (ecletic) other, explain_____

_____

REASONS FOR DISCONTINUING FOREIGN LANGUAGE STUDY

Date

Name of student

Name of foreign language

Circle Yes or No

1. Did you discontinue your study of foreign language because
   -you wish to begin study of a different foreign language? Yes No
   If yes, name the new language_____
   -of scheduling difficulties? Yes No
   Explain_____
   -of teaching methods used? Yes No
   Explain_____
   -you feel you are not well prepared for the advanced work? Yes No
   Explain_____

2. Was an advanced course available to you? Yes No

3. Have you attained the fluency in the foreign language that you intended? Yes No
   How did you reach this conclusion? (Check the answer or answers that apply)
   By my score on a standardized test____
   The teacher said so ____
   By the grade that I received ____
   Other_____

4. What fluency in a foreign language should you have by the time you leave high school?_____

5. Did the grade you received have anything to do with your decision to drop the study of this foreign language Yes No
   Explain_____

6. Did the attitude of the teacher have anything to do with your decision to drop? Yes No
   Explain_____

7. Were you advised to drop? Yes No
   By whom?_____Why_____

8. Do your parents know that you have dropped the foreign language course Yes No
   If yes, are they in agreement with you?_____

9. Did you transfer into this school? Yes No
   If yes, did this transfer have anything to do with your decision to discontinue foreign language study? Yes No
   Explain_____

10. Have your plans and life objectives changed since you began the study of this foreign language? Yes No
    Explain_____

11. Was your time well spent in the foreign language courses which you have already taken? Yes No

12. What do you feel about the people whose language you have studied?_____

13. What other reason do you have for discontinuing foreign language study?_____

_____